

Connecticut Common School Journal.

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CONNECTICUT COMMON SCHOOL JOURNAL.

VOLUME III.

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REPORTS OF SCHOOL VISITERS AND LOCAL INTELLIGENCE.

Agreeable to the provision of the "Act to provide for the better supervision of common schools," in many school societies the visitors have drawn up for their respective societies a written report of their own doings, and of the condition of the several schools within their limits for the preceding seasons of schooling with such observations as their experience and reflection may have suggested. These documents, so far as they have come under our notice, throw a mass of light collected from different sections of the state, and from sources unconnected with each other, on existing evils and defects in the actual working of our school system, and point substantially to the same remedies and improvements.

We will gladly do all in our power to give publicity to these reports; but provision should be made by each school society for their being printed, and a copy distributed to every family. The views of a body of men practically familiar with the state of the schools, as to existing evils and proposed remedies—evils which go to destroy their usefulness, and remedies which will make them the fit nurseries of healthy, intelligent and moral men and women—deserve to be considered, weighed and talked over by the fire-side, and in the social circles of each neighborhood, as well as agitated in the school district, and society meeting. If no provision has been made, for their publication by those for whose benefit these reports are made, the visitors can easily make arrangements to have them read in the several districts, and thus give to their views that general dissemination which the necessity of the case demands. At all events, if they will forward us a copy of their report, we will print such portions as are of general interest, and furnish copies for gratuitous distribution.

We wish that school visitors and others who take an active interest in our schools would furnish for the Journal communications relative to local school improvements, and popular education generally, which may serve to awaken, encourage and direct to a wise end those who are engaged in this work elsewhere.

NORWICH SECOND SCHOOL SOCIETY.

At a meeting of the School Visitors of the second School Society of Norwich, on the 16th Oct. 1839, the undersigned were appointed a sub-committee for examining teachers, and visiting the schools in the manner prescribed by law.

We have attended to the duty assigned us, and make the following Report of our proceedings, for the information of the Society.

The schools in the second district were visited at the opening of the term, on the fourteenth of October, 1839, by members of the Committee of the preceding year. With this exception, we have visited every school in the society, at the commencement and close of the term. All the schools have been visited, more or less, by other members of the board of visitors, and it has also been frequently done by the sub-committee, at other times, in addition to the periods required by law.

The schools in the first, second, and fifth districts were continued through the summer, and have been visited the same as the winter schools. We have also visited the schools in the third and fourth districts, at the opening of the present winter term.

We have examined ten persons as teachers; of whom we were compelled to reject two as unqualified. We have felt it our duty to enter upon a thorough examination of every one, in the branches required by law, and to refuse a certificate, unless they were well grounded in them. We have also endeavored to ascertain their capabilities of teaching what they know; which is as important as having the knowledge.

We have urged the teachers not to limit their instructions to mere recitations of the lessons of the books, but to give oral explanations and illustrations, in such a manner as to excite more interest in the studies, and to give a more perfect understanding of them. We deem this very important. We believe it has been done the past year to a greater extent than heretofore, in all the schools; in some of them, it has been attended to very thoroughly. Just in proportion as this is done, we find the scholars bright, intelligent, and eager in the acquirement of knowledge; where it is neglected, the memory may be faithful, and the recitations good; and thus evince that the teacher has kept his scholars to the study of their books; yet they know nothing more than the words they recite. The intelligent mind is not interested, and the progress in knowledge is consequently at a tardy pace. They can say that the thing is so, because it is in the book; but they cannot tell *why* it is so. We readily admit that imperfect teaching is better than none; but the time of youth is too valuable to be thus wasted. It should be used to the best possible advantage.

We think that every school should have moral as well as intellectual instruction; and great care should be exercised in the selection of teachers with reference to this. We also deem it highly important to have a religious influence brought to bear on our children in the schools—that the leading principles of the Christian religion should be inculcated on the mind; that the existence of God may not be forgotten, but constantly recognized—because we believe that knowledge without religion, only qualifies the possessor to do the more of evil to his fellow-men.

One reason why our schools are not more useful, is the irregularity in the attendance of the scholars. This can be ascertained by every parent, on inspection of the register of the schools; which shows the attendance of each scholar, for each day of the whole term. On examination of the returns of the winter schools, we find that the whole number on the registers of all the districts was 887; while the average attendance was only 687. Thus we find 200, nearly one quarter of the scholars were constantly absent from the schools. The enumerated children in August 1839, were 1269; the aggregate attendance in the winter was 887, leaving 382 not in the public schools. Of these, 180 were in private schools, leaving 202 in no school whatever. If to this number, we add the 200, who although on the list of the schools, did not attend, we find 400 children out of school the whole winter. In the summer, this number is increased, which would result in an average of at least 500 out of school the whole year. If we make every allowance for the partial and imperfect teaching of those who attend the schools occasionally, and, for the necessary absence of some, who are in no school; we cannot but come to the conclusion, that many of our children are growing up in ignorance. It is evident there is great neglect on the part of parents and guardians, in availing themselves of the privilege of having their children gratuitously educated. The result will be

that a large portion of the next generation will be ignorant, and consequently vicious and degraded. We do not hesitate to say, that the community cannot afford such a sacrifice. It is our duty, and for the public good, to provide the means by which all may have at least the rudiments of education; but we go farther, and take the ground that all should have a good one. We do not mean by this that all should have what is called a classical, or collegiate training; but that every one, so far as practicable, should have the advantage of a good English education; and we believe this can be done at a very moderate expense, in addition to the amount of money received from the public funds. Another reason why our schools are not more useful, is, that they are not continued through the year. The boy who may have been well taught in the winter, and is out of school in the summer, finds, when he again enters the winter school, that he has to go over again his old lessons, before he can make any advance in his studies; and if, as is generally the case, there is a new teacher in the district, the difficulty is greatly increased. The great advantage of continuing the schools through the year, under competent teachers, has been tested in the first and fifth districts. We do not believe there are any schools in the State that surpass them; and in the 5th district, (Greenville) where the scholars are divided into three classes, under as many teachers, the good results have been very great. We can recommend these schools as models for the Society.

Singing has been introduced into the first, fifth, and sixth districts, with good effect; and we were much gratified with hearing the scholars unite their voices in songs and hymns. We wish the practice could be introduced into all the schools of the Society.

We cannot expect to have our common schools what they ought to be, until we have teachers who are trained to their profession. To effect this, we must have *normal schools, or seminaries* for the instruction of teachers. This must be done by the State, and ought to be done immediately. We have already stated, that we have been compelled to refuse certificates to two applicants; it was painful to do it; but it was our duty, and we could not hesitate in the course we were bound to take, as the agents of the Society. To illustrate the necessity of elevating the qualifications of teachers, we will state another fact. The teacher of the first class at Greenville, being obliged by ill health to leave the school, the district committee advertised for a person to fill the vacancy. They had 4 applications for the situation. On having stated to them the qualifications required, 13 declined being examined. We examined the 11th, and were constrained to reject him; and yet, that is not of a higher order than every district school ought to be.

The schools at Greenville have been improved and elevated, by uniting the two districts, and classifying the scholars. The same, we believe, may be done in all the districts, by adopting a similar course. And we recommend that there be three districts, to be called the first, second and third. We propose to unite the 1st 2d and 6th to form the 1st; the 3d and 4th at the Falls, to form the 2nd; and the old 5th and 7th, now united at Greenville, to form the 3d. Under the new arrangement, we propose to have the boys and girls in each district taught together, until eight years of age, by females, to be taught spelling, with defining and reading, thoroughly, and the elements of arithmetic and geography.

The girls, over eight years, to be taught in another school, in each district, by females, and the boys by males. Instruction to include all the branches of a good English education; and all the schools to be continued throughout the year.

By this arrangement, we should have in the first (new) district, 3 primary schools for boys and girls, to occupy the present school houses; 3 schools for girls over eight years, in the same buildings, and one school for boys of the same age, to be kept in the upper room of the school house in the (now) first district. The last mentioned school to be taught by one male teacher, and one assistant the whole year; and, if necessary, another assistant in the winter, giving six female and two or three male teachers in the new district. We think this can be done, at an expense not exceeding \$700 more than is now paid in the three districts. The expense of fitting the room for the boys' school, would probably be from two to four hundred dollars.

In the second (new) district, at the Falls, we propose to have two primary schools for the young children. It might, perhaps, in this district, be well to vary the plan, and have but one school for boys and girls over eight years. The number of scholars might not justify the establishment of four schools.

In the third (new) district at Greenville, we recommend no change from the present arrangement.

To carry this plan into effect, the Society or the districts must provide funds by a tax on property, or an assessment on the children. The latter course has been taken at Greenville, the past year, and the cost has been one cent per day for each scholar's attendance; which was all paid, except \$28, by the parents.

We think, if the Society will appoint a committee to examine the

subject, they will approve of the adoption of the plan submitted by us, or some other, which will effect the object proposed, without greatly increasing the expense of sustaining the present schools.

The school houses in the first, third, fifth and sixth districts are good; in the second and fourth, they are not so good; in the second, a new house is needed.

We earnestly recommend that libraries of useful books be introduced into all the districts. It may now be done at a small expense, and the result, in creating a taste for reading, and an increased desire to treasure up knowledge, cannot be too highly estimated. To facilitate instruction in geography, every school should be supplied with good maps and a globe. All the schools have blackboards, and are much benefited by their use. Parents might add much to the interest of the scholars in their studies, by their visiting the schools. We are happy to state, that more of this has been done the past year than for a long time before, and the effect has been good. In Greenville, at the last examination, there were more than 4 present.

There has been an improvement in all the schools the past year; especially in reading, spelling and arithmetic. In Grammar, some progress has also been made in all. In Geography, owing partly to the want of maps, and partly to imperfect instruction in some of the schools, the proficiency is not so great as it ought to be. The classes in history are small and but few of them. We think this study should be introduced into the higher classes of all the schools. At Greenville, there were small classes in surveying, Algebra, and Natural Philosophy. We were pleased to find the writing books neatly kept, and the improvement very good. There is a great difference in the schools. Classing them generally, we should say the best were in the first and fifth, the poorest in the second and fourth districts. They all might and ought to be equal to the best.

We cannot close this report without again taking notice of the great irregularity in the attendance of the children, and urging upon parents the duty of seeing that they go to the school, every day, if possible, and always in season for the opening of the school.

We have thus very briefly made a statement of facts, and offered some suggestions, without entering upon a course of argument to establish our views; leaving it to the good sense of the Society, to approve or condemn them. Respectfully submitted,

Signed, S. B. PADDOCK, } Sub-Committee.
F. A. PERKINS, }

The undersigned, members of the Board of Visitors, concur in the views and statements submitted in the above Report.

Signed by—A. Bond, J. L. Roswell, George Hill, A. L. Whitman, Wm. C. Gilman, G. F. Pool, Thomas K. Fessenden.

[We had the pleasure of visiting the higher departments of the first district school, kept by Mr. Gallup, at the landing. Everything in the order and studious attention of the school, the promptness and accuracy of the recitations, bespoke the presence of a thorough teacher. The examination to which the class in Arithmetic was subjected, on the blackboard, was as creditable to the pupils and teacher, as any which we have witnessed in any part of the State. We regret that the common schools should lose so excellent a teacher as Mr. Gallup.—Ed.]

HARTFORD—FIRST SCHOOL SOCIETY.

The Board of visitors appointed on the 7th of October, 1839, consisting of Nathan Johnson, George Burgess, Leonard Kennedy Jr. Melvin Copeland, Oliver E. Daggett, George O. Sumner, Isaac N. Sprague, Roswell C. Smith, and Charles Davies, immediately after their appointment, designated two of their number, Nathan Johnson and Charles Davies, to be a committee for the examination and approbation of teachers. That duty has been attentively performed by the committee, and they are gratified to be able to remark, that the teachers who have been approbated, have generally been better qualified than heretofore, and that an improvement in this respect, so far as our information extends, is apparent in this and the neighboring school societies. If this important point can once be gained, our schools will feel the beneficial impulse, and one great difficulty which has long depressed them, will have been surmounted.

The aggregate number of children which have attended the district schools in the society the past year, has much exceeded that of former years. In this respect exertion has been crowned with unexpected success, and the parents and guardians of the children seem universally more ready to aid the public exertion than heretofore. If this feeling can be kept up and increased, its bearing upon the great question of popular education will be vastly important. No part of the subject has been more difficult and discouraging than the apathy of parents and their total neglect of the schools which their children attend. The teacher feels the disheartening influence of this neglect, and the child with watchful eye regards himself as an object of parental indifference, and is almost led to conclude that

he school-house is considered as a house of correction, rather than a hall of mental improvement, elevation and enjoyment.

The whole number of children in the Society, between the ages of four and sixteen in August last was 2687, showing an increase of 161 over the preceding year. The number between the ages afore said in the second school society, which embraces the parish of West Hartford, was in August last 334, which was an increase of 16 over the preceding year. The whole Town therefore including about 10 children belonging to the Town of Bloomfield and forming a part of the Gravel Hill District contains 3021 between the ages of four and sixteen. This society is divided into nine school districts of very unequal size, but which are all incorporated by special legislative resolve, and therefore cannot be changed but by the same authority.

There are in this society, one hundred and seventy colored children between the ages of 4 and 16, who are mostly collected and educated in a school by themselves, in the city, under the African Church. Their share of the public money is paid to them under the direction of a committee of the society appointed for that purpose, and is faithfully applied. Their school appears well, and we are fully persuaded that no portion of the public money is expended with greater advantage, and more to the furtherance of the public weal, than that which is laid out in the support of the African School.

The Catholic children who for a time were collected in a school by themselves, have now returned to the several districts, and are mingled without distinction, among those of equal age and improvement. This course has contributed greatly to their improvement, as well as to their apparent good feeling and comfort. They generally appear well, and are not wanting in diligence and advancement in their studies.

[The following particulars are gleaned from the report respecting the several districts. We have added in a few instances one or two items, gathered from the reports of the district treasurers.—Ed.]

MIDDLE DISTRICT.

Number of persons over 4 and under 16 in August 1839.	1381
Average attendance at school in the winter	620
“ “ “ summer	557
Whole number of teachers	13
Whole amount of teachers' wages	\$3079
Porter H. Snow, Principal	\$900
Amos A. Bradley, Writing Master	370
Miss Lewis, Miss Bridgman, Miss Rogers, each	200
Josiah H. Temple, Assistant Principal	525
Miss Lowry,	200
Miss Brown,	156
Miss E. Johnson, primary department for girls	200
Miss Willard,	169
Miss H. Johnson, primary department for boys, 1st divis.	200
Miss Cheeney,	169
Miss Woodruff, “ “ “ 2d “	200
Dividend from school fund,	\$1657.92
Town deposit fund,	299.93
Local fund,	30.00
Nominal amount raised by tax of 1 per cent. for repairs and other expenses	\$159.19
Amount raised by quarter bills (\$4 per yr.) on scholars,	\$1792.57

Although this school has been more numerously attended than on any preceding year, in consequence of collecting many who have heretofore been absent from any school, yet the private schools have increased, and the weight of influence preponderates in their favor. This cannot be avoided unless primary schools for small children are multiplied and made accessible and inviting, supported at the public expense and under the supervision of the board of visitors.

SOUTH DISTRICT.

Number of persons over 4 and under 16	518
Average number at school in winter,	150
“ “ “ summer,	110
Number of teachers,	3
Whole amount of teachers' wages,	\$882
Henry Harrison,	500
Miss Seymour,	200
Miss Stevens,	182
Nominal amount raised by tax of 3 cents to repair school house,	675
Assessment on the scholar from 50 ct to \$1	350
Whole amount of	150
Whole amount collected	
Amount received from school fund	\$593.29
Amount received from Town deposit,	108.12

In this district a great and important change has taken place in relation to their school. The house has been thoroughly repaired. Its external appearance is improved and it has been newly seated

and made comfortable within, so as to be convenient and pleasant to the pupils, and the spirit and animation of the children has amply rewarded their parents and friends for the exertions made in their behalf. To repair and improve their school house, although they are in debt for its erection, the district laid a tax on the list of three cents on the dollar which raised the nominal sum of \$675.

The school has greatly improved under their efforts. Encouraged by the improvements in their house and the increasing efforts of their friends, both teachers and pupils have received a new impulse and have secured to themselves the approbation of all who have witnessed their advancement.

SECOND NORTH DISTRICT.

Number of persons over 4 and under 16,	344
Average attendance in winter,	125
“ “ “ summer,	100
Dividend from the school fund,	\$414.17
“ “ “ Town deposit,	76.93
Whole number of teachers,	3
Whole amount of teachers' wages,	728.00
Mr. Griswold,	450.00
Miss Danforth,	182.00
Miss Randall,	96.00
Quarter bills, 75 cents in winter and 50 cents in summer, amounted to	193.60

[Since the report of the visitors this district has voted to enlarge and most thoroughly repair their school house. A tax of was laid for this purpose and the work has been done throughout, so that the school house and out buildings are very much improved in their appearance, and the internal arrangements are not surpassed by any school house in this vicinity. We shall refer to this school house again.—Ed.]

SOUTH WEST DISTRICT.

There has been no improvement in this district, since our last annual report. Their school-house is unfit for use, and they are unable to agree upon any plan that has been proposed, either to build a new one, or repair their present building. The inhabitants of the district are mostly an independent and industrious agricultural population, and have the materials for a first rate school; and it is to be hoped, that the time is not far distant, when they will aim, with united effort, to accomplish what their most important interests require; the means of affording to their children the opportunity of acquiring an early and good education.

Their children between 4 and 16 are	102
Average attendance in summer,	16
“ “ “ winter,	42
Dividend from school fund,	\$126.87
“ “ “ Town Deposit fund,	22.95
Amount raised by tax on the scholar,	137.00

WEST MIDDLE DISTRICT.

Number of children between 4 and 16, in August, 112. They are still destitute of a suitable school-house. There is, however, a prospect of a revolution for the better. The district is rapidly increasing in population and enterprise, and we presume the symbol of prosperity, a good school-house, will soon be seen there.

Dividend from School fund,	\$130.60
“ “ “ Town Deposit fund,	23.71
Amount raised by tax on scholar,	35.00
Enumeration in August,	112
Average attendance in winter,	27
“ “ “ summer,	25
Wages of teacher in summer, per month,	18
“ “ “ in winter,	\$22

NORTH WEST DISTRICT.

Their school-house is a large and commodious brick building. It is badly seated. With a teacher of efficient government, they might have a first rate school; but like many districts, they have often suffered from employing young and inexperienced teachers.

Number of children over 4 and under 16,	55
Average attendance in summer,	33
“ “ “ in winter,	38
Dividend from the School fund,	\$68.40
“ “ “ Town Deposit Fund,	12.37
Raised by subscription,	35.00

The summer term of the last year was about six months, with a subsequent subscription school of seven weeks; and the teacher, Miss Spring, received a compensation of two dollars and her board. The winter school was kept by S. S. Raymond, for three months, at a salary of \$13 per month and his board. The teachers here board in the several families who send children.

GRAVEL HILL DISTRICT.

The number of children in August last, in this district, between 4 and 16, was 24.

Their school-house is a neat and commodious brick building, and although not conveniently seated, is still highly creditable to the district. Although the district is very small, and their school of necessity few in number, yet here is fully made manifest how much can be accomplished by even a small number, when they are united, and determined not to be satisfied with anything short of excellence. The population here are scattered, and a larger district would subject small children to more travel, in bad weather, than could be well sustained.

The school last summer continued about five months under the instruction of Miss Eliza Goodwin, with the compensation of one dollar and fifty cents and board. The winter school was kept by the same teacher four months, for which she was paid \$1.75 and board. Miss Goodwin, as a teacher, possesses the rarest qualifications. Her government and method were good, and her school appeared to the best advantage.

Dividend from the School fund,	\$31.08
" " Town deposit fund,	5.62
Average summer attendance,	22
" winter "	24

They levied no tax the past year, and raised only about \$35, by a tax on the scholar, being about \$1.50 per scholar per annum.

NORTH EAST DISTRICT.

There were in August last, in this district, thirty-six children between 4 and 16.

Their school-house is a new and comfortable wooden building, and seated in the old way. The school is small, but an increased attention to its prosperity is manifested by the inhabitants, which encourages the hope of increased improvement.

Dividend from School fund,	\$44.78
" " Town Deposit Fund,	8.10

Their summer school was kept by Miss Margaret Wilcox, for \$1.25 per week, and board, for five months. The winter term for three months, by Mr. George Burk, for \$12.50 per month, and board.

Average summer attendance,	16
" winter "	19
District Committee—George Cook, Jr.	

ARSENAL DISTRICT.

This district contained at the enumeration of August last 115 children from 4 to 16.

Their school has become so large, that their accommodations are insufficient. However much teachers may be disposed to exert themselves, still, without a commodious house, pupils will feel as though their comfort was neglected, and their education considered as a secondary object in the estimation of those entrusted with their direction.

Average attendance in summer,	46
" " winter,	53
Dividend from School fund,	\$119.40
" " Town Deposit Fund,	21.60

The summer school was kept about seventeen weeks, by Miss Woodruff. Her wages were three dollars and fifty cents per week, without board. The winter school continued about eighteen weeks, and was kept in part by Miss Wells, at \$3.50 per week, and in part by Miss Sheldon, at \$3 per week, without board. No tax on the list, or assessment on the scholar, has been levied in this district the past year.

AFRICAN OR COLORED SCHOOL.

The colored children are all numbered in the respective districts to which they belong. Of these, there are 48 in the Middle district, 9 in the Second North, 37 in the South, and 7 in the West Middle, making in all 120.

Their school is kept in the basement of the African Church, in Talcott street. It has been well kept and well attended the past year. The pupils are ambitious, and attentive to their studies, and in their behavior have exhibited a manifest improvement. The Society, by a committee appointed for that purpose only, give them their equal share of the public school and town funds.

Average attendance in summer,	50
" " winter,	45
Dividend from School fund,	\$149.25
" " Town Deposit fund,	27.00
Amount raised in the district,	40.00

The summer term of their school, which continued about twenty-two weeks, was kept by Eliza Cooley, at \$14 per month, and the winter term about thirteen weeks, by William A. Hanson, at \$25 per month.

In behalf of the Board of School Visitors,
NATHAN JOHNSON, Chairman.

HARTFORD, April 10, 1840.

[The public schools of the city of Hartford, we are happy to add, are at this time, in a more flourishing condition than

they have before exhibited for many years. The South and North Middle districts especially, have made astonishing advances within the year past. The school-rooms have been fitted up in a manner and with a liberality highly creditable to the community and the districts. There is, however, a fundamental error in the organization of the public schools. The districts are now isolated, instead of being part of one system. There is a great want of primary schools for the younger children of the city, located at convenient points, and of a high school with two departments, for the older boys and girls in the more advanced studies. This want is now supplied by expensive private schools, which operate unfavorably on the prosperity of the public school.—Ed.]

MIDDLETOWN FIRST OR CITY SCHOOL SOCIETY.

The committee-men of the City School Society of Middletown respectfully present the following report:

In accordance with the votes of the society, one passed August 14th, 1839, directing the committee to take the management and supervision of the district schools, and make them as efficient as the nature of the case will admit, the other passed January 29th, 1840, directing them to hire and fit up the rooms under the Episcopal church, hire the necessary teachers, and commence schools on the plan submitted by the committee, and adopted by the society; your committee, during the past year, have effected a re-organization of the schools of the society, and progressively introduced the system which is now in successful operation.

Owing to unavoidable circumstances which are too well known to the public to need recapitulation, and which indeed from the tenor of the first vote appear to have been anticipated by the society, we were compelled to continue the schools in the buildings furnished by the respective districts during the winter term.

With a view, however, to the advantages of classification, and owing to the increased number that attended, the children in each district were divided into two departments; all over ten years of age placed in the charge of male, and all under in the charge of female teachers. By this improvement, together with directing respecting the general arrangement, the books to be used, the mode of instruction and frequent visiting, the committee accomplished all that it was in their power to effect.

The schools were well conducted. The teachers without exception were faithful to the trust reposed in them, and the improvement made by the pupils exceeded our expectations. The expenses of the schools for instruction for six months, amounting to \$1111.50, were, as had been customary, defrayed entirely from the public money, which, consequently, left only \$225 of the March dividend to be devoted to the summer term.

Having procured a lease of the rooms under the Episcopal church for five years, with the privilege to either party to vacate the lease on complying with the conditions therein expressed, your committee attempted on the 1st of June last to carry out the views of the society as expressed in the vote of the 29th of January, 1840.

Placing all the children of nine years of age and under, in the school houses of their respective districts in primary schools under the instruction of competent females; they collected all between the age of 9 and 16, and placed them, the boys under the charge of Mr. Saxe, the girls under the charge of Miss Hovey, each having a competent assistant in two distinct high schools, which schools, both the primary and high, with the exception of a short vacation, have continued in successful operation to the present time. The number on the list of the primary schools amounts to 293, on that of the high schools 252. The average attendance at the primary schools equals only 228, at the high schools only 203. The expense for instruction in the primary schools, for the five months commencing with June and ending with October, will be \$350; in the high schools for the same period, \$750; amounting together to \$1100, being \$11.50 short of the expense of instruction in the district schools for the six months previous as above stated.

A capitation tax of about fifty cents on those children who have attended the primary schools, and of two dollars on those who have attended the high schools, will in addition to that portion of the public money applicable to the summer term, as near as your committee can judge from present data, defray these charges. Confident that thorough not superficial instruction was what the public expected, and sensible of the deficiency of many schools in the primary branches of education, your committee have directed the instructors in the respective schools to commence anew with the scholars in whatever branch they were to be taught, and pay particular attention to those of reading and spelling. In the primary schools, owing to the tender age of the pupils, they have been confined to those branches, with the exception of a few of the elder children, who were enabled to devote a portion of their time to the rudiments of geography, and

exercises in mental arithmetic. In the high schools, instruction has been given in spelling, reading, writing, grammar, geography, astronomy, arithmetic; and in the boys' department, algebra, and the dead languages, and book-keeping. When sufficiently acquainted with these subjects, the system admits of the introduction of others, should the society deem it best to afford the necessary facilities. By confining the schools to these few elementary branches at the commencement, instead of adopting the more general course—including chemistry, botany, mental philosophy, &c. &c., promised in the prospectuses of most of the boarding schools of the country—the committee fear that the expectations of some have been disappointed, and others have been chagrined at being compelled to travel over studies with which they fancied themselves familiar. To such, if there are any, they can only offer as their excuse, the old, but now revived and well received opinion, that the object of education is not merely to crowd the mind with ideas, but also so to discipline as to enable it to control them at will—that that course of instruction is best which best fits us for the prosecution of the every day duties of life. On the character of the schools, and the efficiency of the system as exhibited in them to meet the wants of the public, your committee deem it unnecessary to enlarge; satisfied themselves with the result that has attended this first and necessarily imperfect effort, they feel assured that nothing but a steady perseverance on the part of the society, in the same course, is requisite to place its schools on a footing equal to those of any city in the Union. A comparison of our schools as at present organized, with those of last winter, exhibits the superiority of the system, not only in the greater advantages for education which it affords, and the greater number to whom these advantages can be extended, but also in the diminished expense with which, in comparison to these advantages, it is attended. The expenses of instruction for six months in the crowded schools of last winter, embracing 335 children, was as above stated, \$1111.50. The expense for instruction for five months in the present schools, embracing 545, is \$1100; or in the former about \$3.30 each; in the latter about \$2 each; and which would on the present system be further reduced to about \$1.30, were the whole 540 children embraced within the limits of the society to attend, and the rooms sufficiently copious to accommodate them. While the charge for instruction remained the same, the cost to each scholar would be diminished by the increased number among whom that charge would be divided. With the funds raised by tax, the rooms have been fitted as directed by the society in a suitable manner to commence the system, and a small balance, as will appear by the treasurer's report, remains in the treasury.

This can be devoted to meeting the rent of \$125 a year, which will accrue on the rooms, or to the purchase of maps and other facilities for instruction much needed by the schools, as the society may think proper. Presuming that it was the intention of the society to defray the rent from the present tax, the committee have felt themselves compelled to refrain from purchases which they would otherwise have made. In either event the amount hereafter to be raised from the grand levy will not probably exceed half a cent on the dollar in any one year, until the increased number of scholars compels the erection of enlarged and better arranged rooms for their accommodation. While on this subject, your committee beg leave to call your attention to the amount actually saved to the public by the present plan, as compared with the sums formerly paid by our citizens in educating their children. By reference to a report made in December, 1838, by a committee especially appointed for this purpose, it will be found that at that time of the 835 children belonging to this society, only 276 attended the public schools, at an expense of \$1377, or about \$5 each; that of the remaining 559, only 311 attended private schools, at an expense of \$4504, or about \$14.50 each. Thus showing that 587 were educated on the old system at an expense of \$5881 for instruction, and 545 on the present for about \$2200 per year. Difference, \$3681.

The former course costing about \$10, the present about \$4 a year for the instruction of each scholar.

In concluding their report, the committee cannot refrain from calling the attention of the parents to the absolute necessity of punctuality on the part of the children in their attendance at school, if they wish them to improve. While the primary schools number 293 scholars, on their list it appears that the average daily attendance is only 228, and that the high schools, with a list of 252, have only an average attendance of 203. In youth we are said to acquire the habits which control us in after life. Among the features of this system, and not the least important, is that of impressing good habits on the scholars. It numbers among its maxims, "a time for every thing, and every thing in its time," and its success depends on a strict adherence to the rule. Classified as the children necessarily are, according to the studies they pursue, and advancing from day to day by classes in the acquisition of their studies, every child who is allowed to absent himself, not only falls behind his class, and becomes discouraged, and loses his ambition, and with it his desire

for improvement, but also adds to the difficulties and perplexities of the instructor, by destroying the uniformity of the class. Enforcing punctuality on their children, although it assists, is not the only way in which parents can and must aid the teacher, if they wish their schools to succeed, and their children to improve. They must visit the schools in person, encourage the teacher by their presence, and manifest to the children not only that they feel an interest in their improvement, but that they extend their approbation to the course pursued by the instructor, and sanction his measures. Your instructors may be of the first class, and your committee faithful to the trust reposed in them; but unless the parents discharge their duties, both the instructors and committee will labor in vain.

All of which is respectfully submitted.

CHAS. WOODWARD,	} Committee.
R. RAND,	
HORACE CLARK,	
LINUS COE,	
SAML. D. HUBBARD,	
W. J. TRENCH,	
D. ALLEN,	

[Having been present by invitation, at an examination of both departments of the high school, on the 13th ult., we are happy to add our testimony to the marked success which has thus far crowned the efforts of the teachers, and committee, to improve the common schools of the city. We have not any where seen so much good accomplished in so short a period of time, in any part of the state. We shall recur to this school and the primary schools of Middletown again, barely remarking here, that if the course already pursued can be persevered in for a suitable period of time, this city will have the best public schools in the state.—Ed.]

KENSINGTON, OR BERLIN FIRST SCHOOL SOCIETY.

Early in the season, your committee appointed two of their number, as in the case provided for in the eleventh section of the act of 1839, as a committee whose duty it should be to exercise all powers and discharge all duties of school visitors, subject at the same time to the rules and regulations of said visitors. That sub-committee have visited the several winter schools twice, as the law directs, and they have also visited all the summer schools twice, except the school in the south part of the South district, which has been visited but once in the summer, the school not being expected to terminate till within about three weeks from the present date. It will be the duty of the successors of your committee to visit said school, since the visitation which the law requires, must be made during the two weeks preceding the close of the school.

According to the requisitions of the law, the teachers were all examined, and received certificates of their qualifications to teach in said society.

The visitors, agreeably to the usual practice, have consulted together in regard to the interests of the schools, and suggested, from time to time, such counsel to teachers and to the children as they judged to be suitable and necessary; particularly have they endeavored to follow out the views of their predecessors, in regard to the description of books which should be used in the several schools. They have aimed to secure a uniformity of books in the several schools, as soon as would comport with a due regard to convenience and economy.

In respect to the state of the schools, your committee are happy to say that the experience and experiments of the last year have afforded them much satisfaction. Evidence is not wanting, that an interest has been awakened in this parish, on the subject of common school education, which is unusual among us; and that the effect on the schools has been of the most propitious kind. That evidence is found in the frequent meetings which have been held among us, and in the very important and public character of several of them. Under this impulse, the schools have taken a higher stand than has been common, and in the spirit both of teachers and pupils, there was early the promise of those results which have been secured.

The statistics of the several schools may be found in the report prepared by your committee and forwarded to the Comptroller, and published by the order of the legislature.

* * * * *

In all the winter schools there was a commendable zeal on the part both of teachers and pupils to do well; and the committee are of opinion that a good degree of proficiency, in the various branches of study, was made among the children generally during the season.

It will be recollected that the spirit which was awakened in the winter, in behalf of common school education among the community, together with the knowledge that much effort had been made to excel, led to the happy general meeting of the schools, which took place in the month of March last.

The summer schools commenced under very favorable auspices, as the superintendence of the schools, by your wish, had been committed to Mrs. Willard, subject to the general control of your committee. This was done with the expectation that new plans of instruction would in some measure be adopted, and that a still greater zeal would be exhibited in respect to the discipline and studies of the schools. The results in general, the committee think, have been most happy; and the community also, in this and in the neighboring towns, have had an opportunity of judging in a public examination of the schools, which was held in the early part of the present month. It is believed that the public opinion has been decidedly favorable, and that the parish has acquired a reputation abroad which it should be anxious to sustain.

Your committee feel that all excellence in this department of effort is comparative, and they would by no means intimate that nothing remains to be corrected and improved; but they trust that the measures put in train, if followed up with a due degree of zeal, will eventuate in the most beneficial results to the schools.

The alterations in two of the school houses, and the increased attention paid in all of them to the physical comfort and convenience of the children, cannot fail to be auxiliary to the great object which is had in view by our system of common school education.

ROYAL ROBBINS, BIRDSEY JUDSON,
SHELDON MOORE, THOS. UPSON.

PUBLIC EXAMINATION OF SUMMER SCHOOLS.

Letter from Mrs. Willard.

We were present by invitation, at the public examination of all the schools of this Society, which was held on the 10th of September, at the Church, before a large collection of parents, and friends of Common Schools, not only from Kensington, but from the adjacent school societies.

We were among the first on the ground, and a happy sight it was, to see group after group of the children assemble, as bright as the morning, and as happy as on a holiday. They were arranged on a platform, erected across one end of the church, and in front of the pulpit with their teachers. The exercises commenced soon after nine o'clock, A. M., and continued with an hour's intermission, till half past six in the evening, without the slightest abatement of interest on the part of the numerous assembly, or of weariness on the part of the children. Before alluding briefly to the examination, we would invite the attention of our readers to the following letter of Mrs. Willard, setting forth the plans and methods she had adopted in supervising the schools, during the past summer.—ED.

LETTER FROM MRS. WILLARD.

MR. BARNARD: Sir—It occurs to me that the examination will be made more interesting by some account of what have been the leading views, which I have, with the faithful and able assistance of the principal and assistant teachers, attempted to follow out in Kensington during the past summer. The principal teachers were Misses Arsenath and Phebe Ann Clark, Sophia Buck, and Harriet Hart.*

It is not yet four months since I entered upon a supervision of these schools. My first step was to attempt to break up that most disagreeable but universal habit of toning, which I found among the readers, even where the teachers were good. In order to effect this, I was convinced that some radical change must be effected in the method of teaching,—in the first place, the art of reading, and in the second place, the use and meaning of language, after the child should be capable of reading the words. For these purposes we made analyses of sentences, and found that the small words, such as articles, prepositions and conjunctions, received, with correct speakers, a sound differing in quantity and quality, when combined in sentences, from the same when spoken by themselves, or used with strong emphasis; in the same manner as sounds change in long words on unaccented syllables.

To develop fully the methods which I drew out in writing, and gave in oral instruction to the schools at my stated visits of one whole day in each fortnight, or to the teachers at the stated times of their meeting me at my residence, would not now be possible. Indeed, the better way to do this, would be in a small reading book. You, sir, witnessed the reading of these schools when but a small advance had been made, and you will, I think, be satisfied with their improvement in this branch. It is an improvement which could not have been made, without good method, faithfully applied by good teachers. We have found it easier to teach beginners to read in a natural and proper manner, than to break up long established bad habits.

Considering language as the all-important instrument by which

* Miss Sarah Hall, who was Miss Buck's assistant for three months, learned during that time nearly the whole of Davies' Algebra, although Mrs. Willard did not have opportunity to hear her on the subject so often as once a week. Mr. Davies himself examined her.

other subjects are acquired, and through which they are to be made useful by communication, we wished to enable our pupils to put with ease what ideas they should acquire, into suitable words, either written or spoken. But the scholars under ten years of age, generally speaking, had in no manner the use of the written language; neither had several who were older, learned to write.

We began then, with as many of our children, from five years old and upwards, as could be furnished with blackboards or slates, to teach them to make printed letters; giving them, as copies, an alphabet analyzed, so that the more simple marks were given first, and the more difficult parts introduced afterwards; then a succession of sentences, in which the same principle was observed. By degrees they were able to print little sentences of their own composing. When the little children found that they could themselves produce the written language, it seemed to give them the most vivid delight; and instead of manifesting the reluctance to composition which older scholars almost invariably have, they were even troublesome, with bringing me their little compositions. This experiment has convinced me of what I before suspected, that the unquerable distaste for composition, which is found in schools of older pupils, arises from our passing by the proper period of early childhood, before we begin to teach the communication of ideas by writing.

Composition, then, has been, during the last part of the season, a daily exercise in our schools, and we have thus, as we shall show, advanced the younger scholars some three or four years by means of their printing in the use of the written language. As to the older ones, one of the last exercises of this day will be to require each to write a letter in your presence, giving some account of what they will have witnessed of the proceedings of the day, in full assurance that the task will be executed with accuracy, as to form and manner.

By watching with diligence these their earliest efforts, we have secured our pupils as good spellers. Experiment every day proves that this can never be done merely by the old method of putting out words. It is by no means certain that he who spells well by the ear, will spell correctly by the eye. But the last is by far the most important. Spelling by syllables is not however to be contemned, for it is important to elocution; and assists the writer in several ways, though it is not of itself sufficient to make him a correct speller. The rule, that, when a word cannot be wholly written on the line where it is begun, but a part must go to the beginning of the next line, that word must not be otherwise divided than by syllables, could not be applied without a previous knowledge of syllabication. Although we have not abandoned the old method of putting out words, we have spent much less time than was formerly done in this manner, but have rather combined our exercises in spelling with those of composition, where our pupils have improved in spelling much faster, and at the same time, as is evident, in other important particulars.

In respect to the subjects to which, in connection with language, the attention of the pupils was to be turned, it was not the only question how many might be profitable to them, but how many of such as seemed best adapted to their stage of advancement, could be profitably attended to in the short period allotted for the summer school.

Reverence for the Deity, and respect for every intimation of his will, should doubtless have the first place;—I gave the Old Testament history to our first class of readers, and the New Testament to the second, with directions to the teachers to endeavor to make the pupils comprehend the spirit of what they read, and to proceed slowly, that they might read well what they went over, as it is the good reading only which counts for improvement. In the Old Testament I made selections, and wrote out, for the several schools, short passages of intervening history. In the New Testament I pursued something of the same plan, but the very early age of the scholars did not admit of their going far. We hope, however, they understand, and have deeply impressed upon their hearts and memories, the portions which they have read.

Pursuant to the method of teaching language in and through the subjects taught, we have questioned the pupils on scripture subjects, and have accustomed them to write off-hand sentences concerning their lessons, examining and correcting what they wrote, as to the spelling, placing capital letters, and other minutiae connected with proper written expression; which, though "little to know, it is a good deal not to know."

Next to the scripture history, I selected for the schools the subject of geography. In this branch, we were able to pursue the plan of teaching language through the subject, as this object had been especially aimed at in the book which was put into their hands. This book the pupils read as a common reading exercise, and also studied in order to understand the maps, both as to drawing and studying them, and to learn facts on which they were to be examined. Blanks of proper names, which they must fill by studying the maps, had been placed in the book, with the express purpose of obliging them to think of the meaning, while they uttered the words. There were also occasional questions inserted in the lesson, which the reader was to put, and the class to answer simultaneously. This also was cal-

culated to keep the minds of the class fixed to the subject matter, while they were thus made to understand words, and to drop the tiring, artificial manner of reading them. The pupils have also been exercised in spelling geographical words, and in writing them either singly on their maps, or together in sentences on their black boards.

Geography is peculiarly adapted to children for other reasons. It concerns sensible objects, and admits of sensible illustrations, as by maps and globes, which speak to the eye; and when taught by map-drawing, (for which our little book and atlas was also adapted,) it also calls into exercise manual dexterity, thus leading the way to the important acquisition of drawing. The zeal and industry with which the children of the society have seconded the faithful and energetic action of the teachers in learning to draw maps will be apparent, when their present acquirements are seen, and it is considered that three months ago they were wholly unacquainted with drawing of any kind; and several who can now draw a handsome map of the United States from memory, without any model before them, and print upon it the names of the places, have never been taught to write. We have perhaps ten children not yet seven years of age, who can do this.

Next to the studies and exercises already named, the children were put upon the study of arithmetic, in which we were fortunate in having a book perfectly suited to our object, of which many of our pupils, who were old enough to comprehend the nature of numbers, were entirely ignorant.*

With respect to English grammar, we have endeavored that the schools should lose no advantage which they had heretofore enjoyed. But we consider what they have acquired of language, in being able to spell written passages, place capitals, and arrange words in sentences, together with what the older pupils have learned of a proper manner of composing letters, and expressing their thoughts in writing, as of far greater utility than to learn to parse words in the mechanical manner usually practised in common schools. We do not of course wish to exclude English grammar from primary education; we desire rather to prepare the minds of children to study it to advantage.

In addition to the general supervision of the children of the schools I have had under my more immediate instruction, a normal class, consisting of those who are preparing to become teachers of common schools, and who have been more or less occupied in assisting in teaching younger pupils. Finding it incompatible with my duties to my schools to have the whole charge of this class, a former pupil of mine took the charge of it a few weeks since. It must not be supposed possible that single teachers of large schools could produce such results as we hope our schools will be able to exhibit. In all of these schools, the principal teachers have had more or less assistance. In three out of the four schools additional apartments have been provided, and additional teachers employed

* With respect to the manner of questioning, the following is an extract from written directions which I gave to the teachers.

"What we wish to effect, is not so much to give to our scholars a few facts from books, as to give to them the power of using books to profit: hence the badness of the method of written questions. If children study with these, they merely search for answers; but if we give them books on certain subjects, and require of them a knowledge of the subject, they are obliged to exercise their minds in selecting important facts and principles, and so arranging these in their minds that they can communicate them in words. This is not easy for either teacher or pupil, but it is the only proper method of study. The way of committing words to memory has been quite sufficiently spoken against, while that of printed questions, which is not so good, seems to pass unnoticed. The scholar not required to possess any general knowledge, but merely to answer questions, does no more in the second, than in the first case, occupy his mind to come to a full understanding of the subject. He looks merely for the answer to his questions; and as the questions themselves must embrace a part of the subject, his knowledge is but by the halves; whereas the pupil who learns by rote gets the words into his memory, which make good sense as far as they go; and if he does not understand them at the time, he may retain them in his memory till he does; and so by early impressions, they may afterwards become useful. In this respect, therefore, learning by rote has the advantage of getting answers to questions. The method of learning by rote has also the advantage in regard to giving the scholar such a model of sentences as may be useful, when he comes to write, in forming a style. Not so the half-way work of learning answers to questions.

"We remarked at first, that we wish to give our scholars such methods of using books as will enable them to take up, and investigate from them, any subject which circumstances may make useful or necessary; and we maintain that the only method for this purpose is to put books into their hands to use as they must use books hereafter; to read them without questions, and collect from them the subject matter. Here we shall find in children, as in grown persons, that the analyses they will make will be tinged with their own peculiarities. For instance, suppose a historical account of the voyage and landing of Columbus to be given to a class to study and analyse. A boy fond of the sea would remember the incidents and events connected with that element; a girl fond of dress would tell you what Columbus wore when he landed; while a scholar capable of appreciating the moral sublime, would dwell on its manifestations in the conduct of that god-like man. But if the account given did not fail as to the main points, the teacher should not discourage the pupil by finding fault for minor omissions, but rather smile upon his efforts to put his conceptions into words; nor should he be frowned upon for using the words of his author, but rather so questioned as to make it certain that he uses these words in their appropriate meaning."

Pursuant to these directions, the subjects in our schools have been taught wholly without written or printed questions; consequently our pupils, depending on their knowledge of the subjects, can answer questions put by any person in any clear, intelligible manner; and we bring them fearlessly forward to public examination, to have them answer to any teacher who shall be assigned to examine chances made up from the different schools.

and paid, besides the assistance which the normal pupils have occasionally rendered in all the schools. Of all who have come under my charge as present or future teachers, there have been twenty; four or five of the number being as yet, however, quite young.

We believe that girls should be taught the use of the needle in common schools; and in order to induce them to improve in this most useful branch of feminine employment, we directed in the commencement of our operations, that, as a specimen of their sewing, the larger girls should make a shirt sleeve, with the object of comparing it with a well made garment of the same kind, which we hoped they would be able to cut and make before the close of the summer session of the school; that piece of work having from time immemorial been considered as a test of good common sewing. So much has been done in the schools, that but three of the girls have been able to accomplish this work entirely, though many have made very good improvement in sewing, and two others have very nearly completed the task. To these girls, we are enabled to present from Mrs. SIGOURNEY, as a reward, a copy of one of her valuable works.

The subject of music has occupied our attention from the commencement of our schools. The first elements of the science have been acquired and put into practice by some of our older pupils,* while the younger ones have been encouraged to exercise their voices, without any attempt to teach rules or principles.

Should my labors induce others to come forward into the much neglected field of primary education, or tend to awaken public attention to the subject in my native State, and especially in this my native town, I shall consider the present season as one of the most useful of a life spent in the service of education.

And now, sir, permit me to express my thanks to you, for the advice and co-operation received from yourself. Unless I had been certain of receiving it, I should not have undertaken a task which, I was well aware, must have its difficulties, (though it has been soothed and made pleasant by many kind attentions from those who were or have become dear to me,) but which, if exercised "without a second, and without a judge," might after all have been comparatively fruitless.

With high respect, yours, &c.
Kensington, Sept. 2, 1840. EMMA WILLARD.

The results of the examination were such as to demonstrate the practical views with which the instruction of the school had proceeded, under Mrs. Willard's supervision. Indeed, we have seldom witnessed among much older scholars, more intelligent, prompt, and accurate recitations. The reading was particularly good, and the questions to which they were subjected afterwards were of a character to test their understanding of the author's meaning; and without any of that disagreeable toning so common in our otherwise good readers. The sentences composed by the members of each class on the lesson they had been attending to, evinced much proficiency and readiness in this useful department. We were much pleased with the methods pursued in teaching geography. The classes in this study begin with the geography and map of Kensington—then proceed to that of Berlin, the county of Hartford, the State of Connecticut, New England, United States, &c. They acquired accurate ideas of distance in the outset, by learning the distance of a yard, a mile, two miles, twenty miles, &c. The progress made in map drawing was very remarkable. We were presented with several beautiful specimens, which we have displayed at several subsequent public meetings, as evidence of the utility of this mode of learning geography. The specimens of printing, and other exercises on the slate, from the younger children, were very good. We had an opportunity of seeing the use of the slate in furnishing useful and innocent employment to the younger children, and thus doing away with some of the difficulties of school government in a previous visit to these schools in their ordinary session.

The exercises of the day were judiciously varied, and the frequent introduction of vocal music by the children was a delightful relief to them and to the congregation. We cannot at this late period, extend our notice of this examination. It proved satisfactory to all concerned. The children and parents owe a large debt of gratitude to Mrs. Willard, for her judicious, intelligent, and persevering efforts in behalf of their schools. She has been instrumental in demonstrating the advantage of introducing better methods of instruction and government of a more systematic supervision, and thorough parental co-operation than was before pursued in this or other school societies of the State. We feel personally under great obligations to her, for her gratuitous and self-denying labors in this field of our official duty.—Ed.

GOSHEN.

[We have been favored with a copy of the report of the sub-committee of visitors, on the condition of the winter schools for 1839-40. It is a very minute and faithful exhibition of the state of the schools, as regards the teacher, the appearance of the several classes, and the names of the best scholars in each class; also as to the interest of the inhabitants of the district, in the schools. The report was drawn up by the Rev. Grant Powers, read in full town meeting, and excited a good degree of interest. Let such reports be prepared and read, then published and circulated in every family, or else read in every district at a special meeting warned for this purpose, and in a few years time there would be a living, active interest infused into all our school operations. We subjoin the following abridgment and extracts from this document.—Ed.]

DISTRICT No. 1. Mr. J. R. C., teacher, sustained an excellent examination, and at both of the examinations, appeared competent, willing to discharge his duty, and eminently successful. Twelve parents and friends were present at the first visit, and twenty-four at the last. Pupils appeared well in every study. The school house is newly fitted up, sufficiently spacious and commodious, and every thing is fair and promises well. The report, in this as well as in the case of every other district, designates by name the pupils who appear best in each study.

DISTRICT No. 2. The teacher, Miss B., passed an excellent examination, and succeeded well. Spelling classes appeared remarkably well. "It is pity that such a teacher, and such fine scholars, should not have something attractive in their house, better accommodations and protection against inclement weather."

DISTRICT No. 3. No school.

DISTRICT No. 4. Neither teacher, scholar, or parents, receive any credit for faithfulness here. The following extract is sufficiently plain. "On the 5th of March, I was called to visit the school a second time. On entering the house, the first thing which attracted my notice was a pile of skates lying in one corner of the room;—I think there were six pairs, ready for any emergency, like so many fire buckets, only wanting the usual motto—"Pro bono publico." My first concern was to find a seat in the room out of the current of air which passed almost directly through it without obstruction; for there were no less than seven lights broken, and two or three of them wholly gone. Abating the cold, however, the scholars were cheerful and happy, and enjoyed the liberty of speech, as we all do under the only Republic in the world. It was a cold and windy day, and the teacher was employed a considerable portion of her time in poking up and beating some green wood, that would not burn in a machine which once possessed the attributes of a stove, but that day has long passed by. The young lady, however, did not complain, but rather spoke as though she had much to be thankful for, as her situation was far more comfortable than it had been, for some of the time she said 'she had had no wood at all.' But as the examination proceeded, the fire continued to decline, and the cold pervaded every part of the house. One scholar after another left his seat, and sought refuge near the stove, until all were there except one little girl, whom I saw shivering in tears at a remote part of the house. By my request, she gathered with the group around the yet lingering sparks of vital motion."

DISTRICT No. 5. Although due credit is given to the amiable qualities and general intelligence of the teacher, the school is represented as not prospering in his hands. This encouraging remark is appended—"this district must have a good teacher in future, cost what it will."

DISTRICT No. 6. The teacher, Mr. E. D. P., passed a fine examination, and succeeds well in his school. Eight members of the district present at examination. "This school has certainly risen 50, if not 75 per cent. this winter; and there is increasing interest in it with the parents, as you may see in their attendance on examinations. They gave Mr. P. twenty-two dollars per month for four months. Mr. P. is an excellent teacher, very accurate, and I could discover no defect, unless it is he want of a little vinegar where sweet will not do. But here is a difficulty in this district yet to be surmounted. Their school house is beyond remedy, but by a new one. All is old, mean and shackling, and unworthy of so flourishing and wealthy a district. The house is not more than half large enough to accommodate the scholars, and the local situation is such that no horse or carriage can be accommodated near it, and there is no suitable ground for the scholars to recreate themselves, unless they encroach upon private property. And the only alternative for this district seems to be, either to build anew, on a large and commodious scale, or cease to furnish pupils at the rate they have done."

DISTRICT No. 7. Mr. H. I. passed a good examination. "The school was under the best government, and all appeared easy and satisfied. The pupils exhibited indubitable evidence that they had performed a good deal of mental labor the past winter, and that their teacher was worthy of his hire—sixteen dollars per month.

DISTRICTS No. 8 and 9. These schools are spoken of in terms of

commendation, and several of the boys and girls are mentioned with special commendation.

DISTRICT No. 10. Taught by Mr. M. R. "I have ridden more than fifty miles in visiting this school the present term. Once I had to go to the cotton factory in Torrington before I could get on to the road in the valley, but I did in no case regret the undertaking. There was a union and an enthusiasm with all concerned, parents, scholars and teacher, which I never witnessed before. Every child seemed to be resolved to do what he could, and in the best manner. And if I pointed out any defect at a previous meeting, it was remembered, and corrected before I came again. I do not recollect to have heard a whisper during the three examinations. The children all wore clean faces and hands, and almost without an exception they exhibited intellects as bright as silver. Only think—this small and comparatively feeble district have built them a handsome and commodious school house, and must raise about sixty dollars, above what they can receive of the public money, to defray the expenses of the present term of schooling! Nineteen persons attended the examination. Thirty-four in District No. 1. If the inhabitants in this district had come together as generally as they did there, our house would not have received them. The school teacher, Mr. R., did not excel, or equal, some others who were examined, but he is wide awake in his duties, indefatigable in his labors, and has the talent to govern, and to secure the affections of his pupils. His compensation was \$13.50 per month. If he could enjoy the instructions of an able teacher two quarters, or one term, he would make one of the finest teachers in the world. In this school alone have I found a Register prepared for the teacher by the printer."

DISTRICT No. 11. "This school has done very well. The scholars have intellect, and appeared well. The government was good, and the teacher has a good faculty in communicating with the scholars, but she would derive essential benefit from an able teacher a few months. School house good."

DISTRICT No. 12. The teacher, Miss B., acquitted herself well. "The school is small, (numbering twelve scholars,) and the school house smaller still—too small for any number of scholars."

DISTRICT No. 13. "The teacher rubbed on both sides of the door as he passed through; and as I had not become at that time sufficiently acquainted with the story of 'few and backward scholars, and nobody else to be obtained,' I granted him license. I did wrong, and am now resolved, that if I were to live to the age of Methuselah, and to sustain this office unto the day of my death, I would not be influenced by these representations. If scholars are backward, they need a good teacher to bring them forward. If they are feeble in means, a fortnight's good teaching is better than four months' wrong teaching; and if none but a blockhead can be obtained, the children are far better off without any."

As to the second examination, the report says:—"First class, poor readers and spellers. Not one scholar who did not miss in spelling more or less. There were five in arithmetic, but they did not appear to understand what they had been attending to, except Mr. F. R. In geography the performance was very defective, and in grammar equally so. In writing, little was done, and scarcely any improvement, except with Mr. D. There was no order in school, and every thing bespoke want of skill both in government and instruction. The district has furnished no wood, except green poplar and chesnut, for a number of weeks."

"Now connecting this case with that at the South end, and what say you, parents and friends, would not these children have been better off this day, if they had not gone to school a day last winter? Would it not have been better for them, if they had enjoyed one month's schooling under an able teacher? And do not these children need a good teacher as well as others? If these things are so, then you will see the propriety of my resolution not to license one of doubtful qualifications, because a school is small, or backward, or feeble. The error lies in the idea of districts that they must have so many weeks, and if they have not money enough, they must bring the qualifications of the teacher to their money, and not their money to the teacher! But it is not true in point of fact, that these small and feeble schools are as backward and as dull as is pretended, unless they never have others than blockheads for teachers. Give them twenty-four weeks of instruction under a good teacher, and they will stand on a level, or rise above, our best schools—and even in less time than that. Give me Hall Meadow, Hart Hollow, and East Street, and I will march through this town at the head of them with colors flying, in spite of all opposition. Shall we bind down, then, these bright geniuses, these immortal intellects, the hope of our country and of the church, to the tuition of numb-skulls, to save our half-pennies? Or merely to have it said that we have had so many weeks schooling, when we have had not the amount of one? No, gentlemen, correct this delusion. Decide that you will have no teacher but a good one; and when you take your candidate to be examined, tell your committee you expect he will do his duty, and if the person is not qualified you do not want him; and in a little time you will see the happy fruits of this course, and your children will rise up and call you blessed."